

# Interpersonal Communication

## TIPS

- ◆ Be clear and organized.

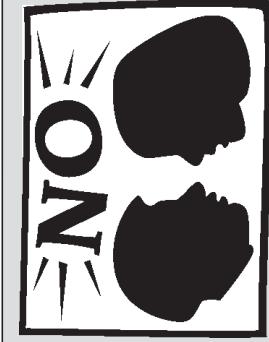
### Vermont Standard 1.15

Students use verbal and nonverbal skills to express themselves effectively.

### Vermont Standard 3.5

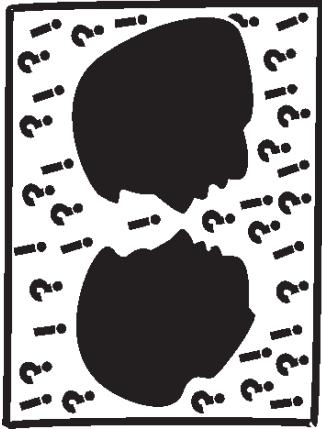
Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students: e., ee., eee. Demonstrate refusal and negotiation skills to enhance health.

- ◆ Show dialogs that express your preferences, feelings, and needs.
- ◆ Use “I” messages.
- ◆ Use a respectful tone—not aggressive and confrontational.
- ◆ Use body language that supports your message.
- ◆ Be sure the material is right for your audience.



### Tips for Refusals

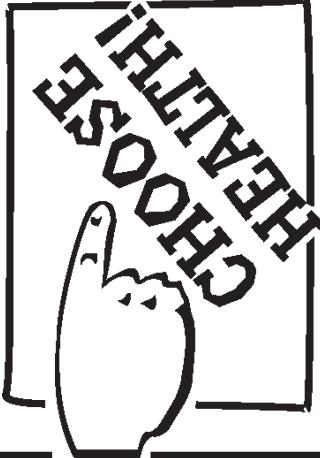
- ◆ State a clear no and use body language to support it.
- ◆ Suggest an alternative that helps support the relationship.



TC







# Advocacy

## TiPS

### Vermont Standard 1.15

Students use verbal and nonverbal skills to express themselves effectively. This is evident when students:

- e. Use language expressively and persuasively.

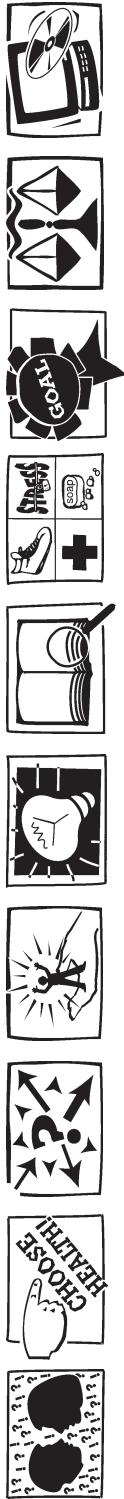
- ◆ Take a clear stand for a healthy choice.
- ◆ Use information to support the choice.
- ◆ Show awareness of the audience for the message.

### Vermont Standard 5.15

Students design and create media products that successfully communicate.

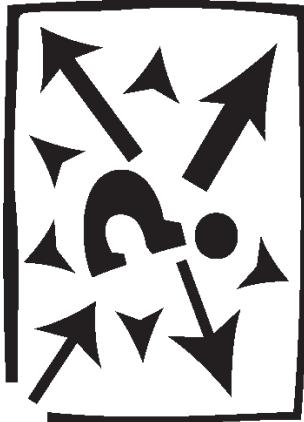
- ◆ Encourage others to make healthy choices.
- ◆ Show conviction about the message.

AV





# Problem Solving & Conflict Resolution



## Vermont Standard 3.12

Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

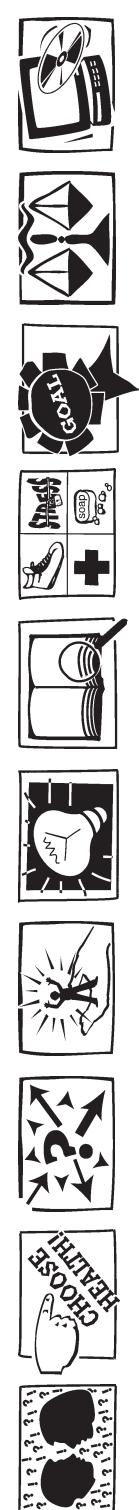
## TIPS

### for Problem Solving

- ◆ Clarify and name the problem.
- ◆ Seek information and evaluate the validity and significance of your sources.
- ◆ Explore a variety of ways to solve the problem.
- ◆ Choose a way to solve the problem and show why it works.

### for Mediation & Conflict Resolution

- ◆ Show how to use a conflict resolution process.
- ◆ Stay calm, and agree to negotiate and be respectful.
- ◆ Name the conflict or problem.
- ◆ Listen to different points of view.
- ◆ Listen to the feelings of the other person.
- ◆ Use "I" messages.
- ◆ List and evaluate possible solutions.
- ◆ Agree on a solution, try it out, and evaluate it.





# Respect



## Vermont Standard 3.3

Students demonstrate respect for themselves and others.

## TiPS

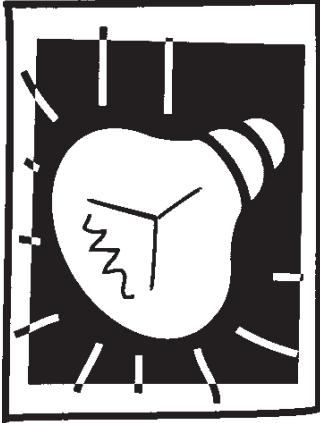
- ◆ Show a kind and caring manner toward yourself and others.
- ◆ Show consideration for self and others.
- ◆ Indicate empathy for other people's feelings and ideas.
- ◆ Show positive ways to interact with others.
- ◆ Use a polite tone of voice.
- ◆ Be assertive, but not aggressive and confrontational.
- ◆ Listen attentively.

## Respect





# Core Concepts



## Vermont Standard **3.4**

Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

## TiPS

- ◆ **Use complete, factual information.**
- ◆ **Show relationships among ideas.**
- ◆ **Make factual conclusions about health.**

## Vermont Standard **3.5**

Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

## Vermont Standard **7.14**

Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

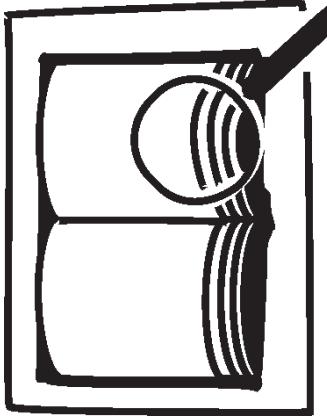




# Accessing Information

## Vermont Standard 3.5

Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students: c., cc., ccc. Demonstrate the ability to identify, utilize, and/or evaluate resources from home, school, and/or community that provide valid health information.



## TiPS

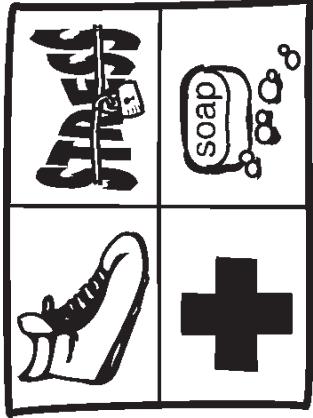
- ◆ Identify useful sources of information.
- ◆ Explain why it's a good source.
- ◆ Explain how to find the needed help.
- ◆ Explain what type of help this source offers.

AT





# Healthy Choices/ Self Management



## Vermont Standard **3.5**

Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others.

## TiPS

- ◆ Identify healthy behaviors.
- ◆ Describe or demonstrate healthy behaviors or habits and safety techniques.
- ◆ Identify strategies to avoid or manage unhealthy or dangerous situations.
- ◆ List the steps in the correct order if there is one.





# Goal Setting



## TiPS

### Vermont Standard 3.5

Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students:  
b., bb., bbb. Develop a personal plan for health

- ◆ Show all the steps in a goal-setting process.

- ◆ Write a clear goal statement.

- ◆ Be sure the goal is realistic.

- ◆ Make a plan for meeting the goal.

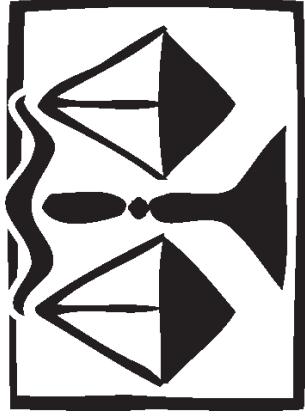
- ◆ Show how to evaluate and adjust the plan if needed.

ES





# Decision Making



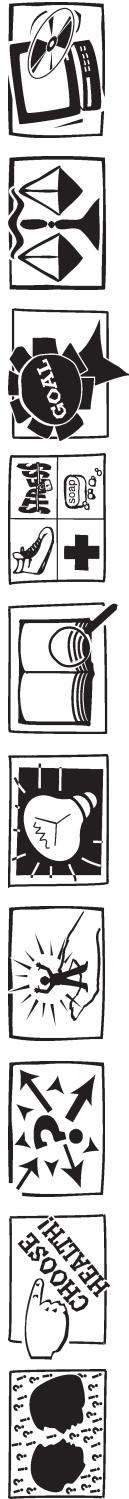
## Vermont Standard 3.7

Students make informed decisions.

## TiPS

- ◆ Show all the steps of the decision-making process.
- ◆ Identify the decision to be made.
- ◆ Identify options and possible consequences.
- ◆ Seek information from reliable sources.
- ◆ Make a decision.
- ◆ Evaluate and reflect on the decision.
- ◆ Identify internal and external influences.
- ◆ Explain the positive or negative effects of the influences.
- ◆ Describe how the influences affect health choices.

DM





# Media Literacy



## Vermont Standard **5.14**

Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

## TiPS

- ◆ **Analyze, interpret, and/or evaluate the effects and influences of media messages.**
- ◆ **Provide evidence to support your judgments about what you see and hear.**
- ◆ **Compare what you see and hear in the media to your life.**
- ◆ **Explain how point of view and bias affect what you see in the media.**

